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This institute was planned to help teacher-trainers develop a philosophy of adult basic education; increase their understanding of the undereducated adult; understand and apply curriculum development process in adult basic education programs; and increase their knowledge and understanding of concepts and techniques related to recruitment, testing, placement, and counseling. Other subjects discussed included the role of programed learning, the need for counseling to help adult students analyze their needs and pursue meaningful educational experiences, and the relevance of experiences to the needs of undereducated adults. Finally, focus was placed on the development of plans for a training program for teachers. (Bibliographies are included.) (nl)

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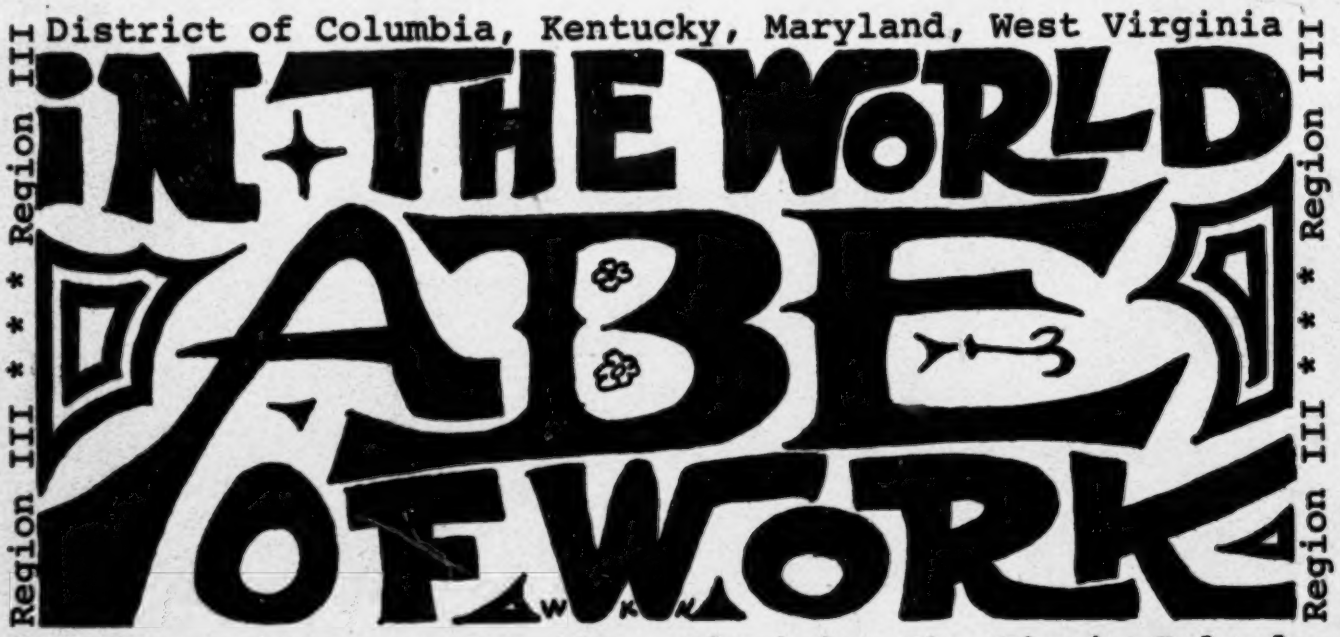
The

NATIONAL
TEACHER-TRAINER INSTITUTE
IN
ADULT BASIC EDUCATION


Region III * * * District of Columbia, Kentucky, Maryland, West Virginia
IN THE WORLD
ABE
OF WORK
Region III * * * North Carolina, Puerto Rico, Virginia, The Virgin Islands

FOR

REGION III

JULY 15 - AUGUST 2, 1968

ED024878

THE DEPARTMENT OF ADULT EDUCATION
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

AERO 2997

THE NATIONAL
TEACHER-TRAINER INSTITUTE
IN
ADULT BASIC EDUCATION

"ADULT BASIC EDUCATION
IN THE
WORLD OF WORK"

FOR

REGION 111

JULY 15 - AUGUST 2, 1968

THE DEPARTMENT OF ADULT EDUCATION
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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ADULT BASIC EDUCATION IN THE WORLD OF WORK

Program Synopsis

Purpose

The institute is designed to further develop the competencies of Adult Basic Education Teacher-Trainers from Kentucky, West Virginia, Virginia, Maryland, North Carolina, District of Columbia, Puerto Rico, and the Virgin Islands. (Hereafter, these legal entities will be referred to as Region III).

Time

July 15 through August 2, 1968

Location

The institute will be conducted at the Sheraton-Sir Walter Hotel by the Department of Adult Education of North Carolina State University at Raleigh, North Carolina.

Participants

Eighty-one teacher-trainers and four staff associates from Region III recommended by State ABE Directors will constitute the participants in this program.

Schedule

The institute will be conducted on a five day a week, eight hours per day basis for the three-week period from July 15 through August 2, 1968.

Training

Formal and informal class and group discussion periods, practicums, and field trips will constitute the major educational experiences to be provided the participants attending the institute.

Special emphasis will be given to the use of educational technology in the various learning experiences. A more detailed description of the learning experiences is given in subsequent sections of this syllabus.

Selection of Participants

The State Directors of Adult Basic Education have appointed the teacher-trainers and staff associates who are to participate in the institute.

State Plans for Adult Basic Education

Each participant is asked to bring a copy of their state plan for Adult Basic Education. These are to be used in connection with the development of individual local plans by each participant.

Graduate Credit

Three semester hours of graduate credit may be earned by those participants who qualify and desire to enroll in the Graduate School at North Carolina State University and who successfully meet the course requirements of the institute. All participants will be expected to prepare and submit certain written projects. Specific instructions will be given to students at the time of enrollment.

Program Administration

Institute Administrator

Dr. E. J. Boone, Head, Department of Adult Education
117 Ricks Hall
Phone 755-2707

Program Coordinator

Dr. J. B. Adair
234 1911 Building
Phone 775-2810

Program Director

Mr. Wallace Nave
226 1911 Building
Phone 755-2820

Secretarial Staff

Mrs. Connie Steed
234 1911 Building
Phone 755-2810

Mrs. Lenna Whetstone
223 1911 Building
Phone 755-2820

Institute Librarian

Mrs. Muriel Vollum
Adult Learning Center
Phone 755-2856

Institute Faculty

Dr. J. B. Adair	North Carolina State University Raleigh, North Carolina
Dr. Edgar J. Boone	North Carolina State University Raleigh, North Carolina
Mrs. Minnie Brown	North Carolina State University Raleigh, North Carolina
Mr. James Camp	North Carolina State University Raleigh, North Carolina
Dr. William Carpenter	North Carolina State University Raleigh, North Carolina
Mr. Joe Carter	Department of Community Colleges Raleigh, North Carolina
Dr. Eloise Cofer	North Carolina State University Raleigh, North Carolina
Dr. Robert Curry	University of Oklahoma Norman, Oklahoma
Dr. Robert J. Dolan	North Carolina State University Raleigh, North Carolina
Dr. Benjamin E. Griessman	North Carolina State University Raleigh, North Carolina
Dr. Lacy G. Hall	North Carolina State University Raleigh, North Carolina
Dr. Hughie Hughes	Louisiana State University New Orleans, Louisiana
Mr. Wallace Nave	North Carolina State University Raleigh, North Carolina
Mr. William Neufeld	Regional Program Officer Charlottesville, Virginia
Dr. Gerald A. Porter	University of Oklahoma Norman, Oklahoma
Dr. Emily Quinn	North Carolina State University Raleigh, North Carolina
Dr. Don Reynolds	Texas Christian University Fort Worth, Texas
Mr. Ron Sherron	North Carolina State University Raleigh, North Carolina
Dr. Frank Weaver	Department of Community Colleges Raleigh, North Carolina

State Adult Basic Education Directors

Mr. Ted Cook	Kentucky
Mrs. Thelma Cornish	Maryland
Mr. Charles Barrett	North Carolina
Mr. Gordon H. Fallesen	Virginia
Mr. James Deck	West Virginia
Mr. Frank B. Lawrence	District of Columbia
Mr. Frederico J. Modesto	Puerto Rico
Mrs. Gwendolyn Kean	Virgin Islands

National and Regional Professional Leaders

U. S. Office of Education, Washington, D.C.:

Mr. Paul Delker, Acting Director
Adult Education Programs

Mr. Maurice Brown, Acting Director
Adult Basic Education Program

U. S. Office of Education, Region III:

Dr. Carl E. Seifert
Assistant Commissioner for Education

Mr. George E. Wallace, Director
Adult and Vocational Education

Mr. William Neufeld
Program Officer

Division of Continuing Education, North Carolina State University

Dean William Turner	Administrative Dean for University Extension
Mr. Ned Broyles	Coordinator
Mrs. Frances Collier	Secretary

Institute Office

The office of the institute will be located in the Sheraton-Sir Walter Hotel.

Emergencies

In event of an emergency involving accidents or illness at other than regular business hours, call Dr. J. B. Adair at 834-7598, Mr. Wallace Nave at 787-6161, or Mr. Ned Broyles at 787-6711.

Housing

Participants will be housed in the Sheraton-Sir Walter Hotel, 525 Fayetteville Street, Raleigh, North Carolina.

Meals

Meals will be available at the hotel at special rates and at nearby cafeterias.

Allowances

Each participant will receive the following allowances:

1. Seventy-five dollars ($75.00) per week.
2. Fifteen dollars ($15.00) per week per dependent.
3. Travel (full details are provided in an information packet forwarded to each participant by the Division of Continuing Education).

Library and Materials Facilities

The participants will have access to the D. H. Hill Library on the University campus. A special reserve-room shelf of Adult Basic Education literature will be established for use during the institute.

A special Adult Basic Education Curriculum and materials library will be established for use by the participants. A special Educational Technology Center will be open for demonstrations and practice and will feature the latest equipment available for instructional purposes.

In addition to the above, an Adult Learning Laboratory will be available for observation and examination by the participants. This installation will feature the extensive use of programmed learning materials and other innovative techniques employed in adult education.

Participant Identification

Each participant will be asked to wear a name card during the regular meeting sessions to facilitate interpersonal relationships and acquaintances.

University Relationship

Each participant in the institute will have the same rights, privileges, and obligations as regular students of the University. This applies to the use of the College Union, library, laundry, cafeterias, and parking.

Information Packet

A portfolio containing the more pertinent information concerning the institute and the University along with information about recreational facilities within the area will be provided each participant.

Parking Facilities

Free parking is available to participants staying at the hotel in the Sirpark facility next to the Hotel on Fayetteville Street.

OBJECTIVE OF THE NATIONAL TEACHER-TRAINER INSTITUTE IN ADULT BASIC EDUCATION

The objective of the institute is to provide a series of educational experiences that will help teacher-trainers to:

1. Develop a philosophy of Adult Basic Education as a part of our total educational commitment.

2. Increase their understanding of the undereducated adult and the social, economic, and psychological factors affecting him.

3. Understand and apply the curriculum development process in Adult Basic Education programs.

4. Write educational objectives in terms of behavioral changes to be effected.

5. Increase their understanding of the teacher-learning process as related to the undereducated adult.

6. Increase their knowledge and understanding of the implicit concepts and techniques related to recruitment, testing, placement, and counseling of the undereducated adult.

7. Increase their knowledge and understanding of relevant concepts and techniques related to and to develop proficiency in teaching reading to the undereducated adult.

8. Increase their knowledge and understanding of existing classroom materials and to develop proficiency in their use and evaluation.

9. Develop proficiency in the development of materials adapted to local needs.

10. Increase their awareness of and proficiency in the use of programmed instruction, computer-assisted instruction, and other existing educational technology and media.

11. Acquire an understanding of the potential community resources and their use in Adult Basic Education programs.

12. Write an operational plan for local training programs consistent with the various state plans by utilizing theory and concepts emphasized in the institute curriculum.

13. Become knowledgeable of the current special research and demonstration projects in Region III and their potential impact upon the target population.

The Philosophical Bases of Adult Basic Education in the World of Work

The concept that education should be continued throughout life gives impetus to the Adult Basic Education movement in contemporary society. The development of a philosophy which will guide in creating and implementing programs designed to effect desirable behavioral change in the adult population is imperative in the formulation of an educational program.

The Adult Basic Education program is predicated upon the following philosophical propositions:

1. The dignity and worth of the individual as a primary tenet of democracy--respect for the individual as a corollary.

2. The common good of the group as a social aim of democracy.

3. Obligations as well as rights as inherent in democracy.

4. The development of a "democratic conscience" in the individual as necessary to society.

5. The freedom for all to contibute as an essential element in democracy and, hence, to the democratic learning process.

6. The process of group discussion, deliberation, and decision on common problems as the process of democracy, with decision-making based on consensus, or on tentative majority decisions when consensus cannot be achieved.

7. Responsibility of society to provide the opportunity to develop work skills needed by individuals to function in contemporary society.

8. The recognition of education as a continuous lifelong process.

9. The knowledge that behavioral changes can be effected through the educational process.

10. The willingness to utilize the total community resources in providing meaningful and realistic learning experiences.

11. The willingness of the educational community to discover and utilize new and innovative techniques to effect needed social change.

Content

1. The philosophic basis of Adult Basic Education.
2. The basis and intent of enabling legislation of Adult Basic Education.
3. National, state, and local objectives of Adult Basic Education.

Presentation

Adult Basic Education in the World of Work --
Dr. J. B. Adair, N. C. State University

Practicum

1. Each participant will formulate a written statement of philosophy to guide him in his role in Adult Basic Education programs.
2. Each participant will formulate a written statement of objectives for his local program.

Selected Reading

Houle, Cyril O. Continuing Your Education. New York: McGraw-Hill Book Co., Inc., 1964.

Isenberg, Irvin. The Drive Against Illiteracy. New York: H. W. Wilson Company, 1964.

Keyserling, Leon. Progress or Poverty: The United States at the Cross Roads. Conference on Economic Progress.

MacIver, R. M. The Assault on Poverty: An Individual Responsibility. New York: Harper and Row Publishers, 1965.

Myrdal, Gunnar. Challenge to Affluence. New York: Pantheon Books, 1962.

Riessman, Frank. The Professional Concern for Values. Montreal, Canada: Royal Bank of Canada, 1962.

Seligman, Ben B. Poverty As a Public Issue. New York: The Free Press, 1965.

Shostak, Arthur, and Gomberg, William. New Perspectives on Poverty. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

U. S. President's Commission on National Goals. Goals for Americans. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960.

Williams, Robin M., Jr. American Society: A Sociological Interpretation. New York: Knopf, 1951.

Curriculum Development Process and Evaluation in the World of Work

The curriculum designed for culturally different adults must grow out of the needs, problems, aspirations, and motivations of the environment of such individuals. The development of a curriculum in Adult Basic Education should emphasize the following dimensions:

1. Objectives
2. Learning experiences
3. Organization of learning experiences
4. Evaluation

Teacher-trainers need to acquire skill in developing Adult Basic Education curricula. They need to acquire a conceptual framework to guide their curriculum development efforts.

Content

1. Sources, components, and functions of educational objectives.
2. Determination of learning experiences needed to effect the desired changes.
3. Organization of learning experiences to achieve continuity, sequence, and integration.
4. Building in evaluative processes to assess objectives and learning experiences.

Presentation

1. The Curriculum Development Process in Adult Basic Education Program --
   Dr. E. J. Boone, N. C. State University

Practicum

1. Task force groups will identify and analyze major dimensions in the curriculum development process.

2. Task force groups will formulate criteria for analyzing an Adult Basic Education Curriculum.

3. Task force groups will analyze an Adult Basic Education curriculum utilizing the criteria previously formulated.

4. Simulated situations will be given to participants to give an opportunity to develop a curriculum design.

Selected Reading

A Learning Systems Approach to Meeting the Educational and Employment Needs of Functionally Illiterate Adults. Indianapolis, Indiana: Board of Fundamental Education, 1963.

Bloom, David S. Taxonomy of Educational Objectives. New York: David McKay Company, 1956.

Boone, Edgar J., and Kincaid, J. M. The Cooperative Extension Programming Function. Raleigh: North Carolina State University, 1963.

Boone, E. J. and Quinn, E. H. Curriculum Development in Adult Basic Education. Chicago: Follett Publishing Company, 1967.

Brunner, Edmund, et al. An Overview of Educational Research. Chicago: Adult Education Association of the U.S.A., 1959.

Burton, William H. The Guidance of Learning Activities. New York: Appleton-Century-Crofts, Inc., 1952.

Criteria for Evaluating Instruction in Adult Education. Los Angeles: Los Angeles City Schools, Division of College and Adult Education, 1963.

Kratwohl, David N., et al. Taxonomy of Educational Objectives. (Handbook II). New York: David McKay Company, 1964.

O'Mayer, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962.

Tyler, R. Basic Principles of Curriculum. Chicago: University of Chicago Press.

Tyler, Ralph W. "Concepts, Skills, and Values and Curriculum Development." Unpublished paper, Department of Adult Education, North Carolina State University at Raleigh, 1966.

The Sociological Bases of Adult Education in the World of Work

A program of Adult Basic Education directed toward the culturally different and undereducated should start with an understanding of society and some of the social and cultural patterns affecting the behavior of the adult and his family.

Content

1. Society, culture, and personality: a framework for understanding the undereducated adult.
2. The social participation patterns of the culturally different.
3. The familial composition and life style of the deprived adult.
4. Informal, social groupings and leadership patterns of the socially immobile.
5. The impact of limited education on the productiveness of the individual in contemporary society.
6. The impact of psychological abuse and excessive failure upon the deprived individual's ability to relate effectively to members and affairs of the community.
7. The level of aspiration and despair of the deprived adult.

Presentation

1. Contemporary Society: A Basis for Understanding the Undereducated Adult --
   Dr. Robert J. Dolan, N. C. State University
2. Patterns of Interaction of the Undereducated Adult in Contemporary Society --
   Dr. Benjamin E. Griessman, N. C. State University

Practicum

1. "Spring Comes to Vintrou" -- film.

2. Analysis and interpretation of the social, economic, and physiological factors affecting the culturally different adult based upon studies of the culturally deprived.

3. An interview of a culturally different adult in a role-playing sequence depicting the behavioral patterns of the interviewee (via VTR).

4. Task force groups will discuss factors and forces impinging upon the undereducated adult in their own communities and formulate implications for planning and implementing Adult Basic Education.

Selected Readings

Badikian, Ben H. In the Midst of Plenty. Boston: Beacon Press, 1964.

Barnes, Billy E. The Poor Can Serve. Durham: North Carolina Fund, n.d., 36 pp. (mimeographed)

Berelson, Bern, and Steiner, Gary A. Human Behavior: An Inventory of Scientific Findings. New York: Harcourt, Brace, and World, Inc., 1964.

Bernard, Jessie. Social Problems at Midcentury: Role, Status, and Stress in a Context of Abundance. New York: Dryden Press, 1957.

Bertrand, Alvin L. Basic Sociology: An Introduction to Theory and Method. New York: Appleton, Century, Crofts, 1967.

Bloom, David S. Compensatory Education for Cultural Deprivation. New York: David McKay Company, 1964.

Bremner, Robert H. From the Depths. New York: New York University Press, 1956.

Burns, Hobart W. (ed.). Sociological Backgrounds of Education: Notes and Essays on Education for Adults. Chicago: CSLEA, 1963.

Caudill, Harry M. Night Comes to the Cumberlands. Boston: Little, Brown and Company, 1962.

Daedalus. "The American Negro." Journal of the American Academy of Arts and Sciences, XCIV (1965), 4; XCV (1965), 1.

Derbyshire, R. L. "The Sociology of Exclusion: Implications for Teaching Adult Illiterates." Adult Education, XVII, No. 1 (Autumn, 1966), 3-11.

Ferman, Louis A., Kornbulk, Joyce L., and Haber, Alan (eds.). Poverty in America. Ann Arbor, Michigan: University of Michigan Press, 1965.

Galbraith, John Kennedy. The Affluent Society. Boston: Houghton Mifflin Company, 1958.

Goodenough, Ward Hunt. Cooperation in Change. New York: Russell Sage Foundation, 1963.

Harrington, Michael. The Other America. Baltimore, Maryland: Penguin Books, 1962.

Lippitt, Ronald, Watson, Jeanne, and Westley, Bruce. The Dynamics of Planned Change. New York: Harcourt, Brace, and World, Inc., 1958.

Miller, Herman E. (ed.). Poverty American Style. Belmont, California: Wadsworth Publishing Co., 1966.

Passow, Harry. Education in Depressed Urban Areas. New York: Columbia University Press, 1962.

Riessman, Frank. The Culturally Deprived Child and His Education. New York: Harper Row Publishers, Inc., 1962.

Riessman, Frank, et al. (ed.). Mental Health of the Poor. New York: The Free Press of Glencoe, 1964.

Ross, Murray, and Hendry, Charles E. New Understandings of Leadership. New York: Association Press, 1957.

Shostack, Arthur B., and Gomberg, William (eds.). New Perspectives on Poverty. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

Silverman, Charles E. Crisis in Black and White. New York: Random House, 1964.

Spicer, Edward H. Human Problems in Technological Change. Philadelphia: R. Fell Co., Russell Sage Foundation, 1952.

Therkildson, Paul T. Public Assistance and American Values. Albuquerque: University of New Mexico, 1964.

Will, Robert E., and Vatter, Harold G. Poverty in Affluence. New York: Harcourt, Brace, and World, Inc., 1965.

The Teaching-learning Process of Adult Basic Education in the World of Work

Underlying the educational process at all levels and for all age groups is the need for teachers to know their students--their capacities, backgrounds, motivations, and personal characteristics.

A thorough acquaintanceship with his students and a knowledge of the psychology of adult learning can be his most valuable "tools" in effecting educational change with the undereducated adult.

Content

1. Impact of prior educational experiences and failures upon the undereducated adult.
2. Limitations in the intellectual and physical abilities of deprived adults.
3. Influence of level of aspiration and despair upon learning.
4. Impact of the individual differences and social forces upon learning.
5. Principles of learning requisite to Adult Basic Education programs.
6. Developmental tasks of adults as a basis for the designing of Adult Basic Education programs.

Presentation

The Adult Learner --
Dr. Emily Quinn, N. C. State University

Practicum

1. Task force groups will devise a role-playing exercise to portray the significant characteristics of the undereducated adult, such as: hostility toward educational environment; poor motivation toward education; lack of strength of self-concept; low verbal and quantitative ability; unrealistic level of aspiration (excessively high or low); underdevelopment of psychomotor skills.

2. Participants will observe adults enrolled in the Learning Laboratory.

3. View films and tapes of actual classroom situations and critique classroom techniques used.

Selected Reading

Aker, G. F., and Hand, S. E. "Principles of Adult Learning and Their Implications for the Learner and the Teacher," pp. 36-76. In Working with Low Socio-Economic Families and Groups. Tallahassee, Fla.: State Home Demonstration Office, April, 1964.

Cantor, Nathaniel. The Teaching-learning Process. New York: Henry Holt and Company, 1953.

Harris, Theodore L., and Schwann, W. E. The Learning Process. New York: Oxford University Press, 1961.

Havighurst, Robert J. Developmental Tasks. New York: Longman, Green and Company, 1950.

Havighurst, Robert J. Adult Education and Adult Needs. Chicago: CSLEA, 1956.

Kidd, S. R. How Adults Learn. New York: Association Press, 1959.

Klausmeier, Herbert J., and Harris, Chester W. (eds.). Analyses of Concept Learning. New York: Academic Press, 1966.

Klausmeier, Herbert J., and Goodwin, William. Learning and Human Abilities: Educational Psychology, 2nd ed. New York and London: Harper and Row.

Lancelot, W. H. Permanent Learning. New York: John Wiley and Sons, 1944.

Lorge et al. Psychology of Adults. Washington, D.C.: Adult Education Association, 1963.

Maslow, A. H. Motivation and Personality. New York: Harper and Brothers, 1954.

Miller, Harry L. Teaching and Learning in Adult Education. New York: The Macmillan Company, 1964.

National Association of Public School Educators. How Adults Can Learn More Faster. Washington, D. C.: National Education Association, 1961.

Pressey, Sidney L., and Kuhlen, Raymond G. Psychological Development Throughout the Life Span.

Soloman, Daniel, et al. Teaching Styles and Learning. Chicago: CSLEA, 1963.

Thibault, John W., and Kelly, Harold K. The Social Psychology of Groups. New York: John Wiley and Sons, Inc., 1959.

Travers, Robert W. Essentials of Learning. New York: The Macmillan Company, 1967.

Zahn, Jane C. "Differences Between Adults and Youth Affecting Learning." Adult Education XVII, No. 2 (Winter, 1967), 67, 77.

Opening the World of Work for the Undereducated Adult Through Programmed Learning and Educational Technology

Emphasis will be given the learning theories underlying the latest technologies and to the organization of learning experiences through the use of the latest educational technology.

Content

1. Basic foundation in Programmed Instruction (PI).
2. Use of behavioral objectives to achieve desired learning goals.
3. Theory underlying Programmed Instruction.
4. Programming as a process: Applications in other media.
5. Relationship of PI to Computer-Assisted Instruction.
6. Integrating PI with ongoing instructional systems.

Presentation

1. Dr. Donald Reynolds
2. The Learning Laboratory --
   Mr. Joe Carter, Department of Community Colleges
   Raleigh, North Carolina

Practicum

1. Practical experience in writing behavioral objectives.
2. Design of instructional sequences for PI.
3. Informal discussion of media problems with Dr. Reynolds.
4. Each participant will visit three learning laboratories.
5. Learn to use over-head projector, movie, and other audio-visual aids.
6. Observe students working at the computer.
7. Make a presentation on the VTR.

Selected Reading

Coulson, John E. Programmed Learning and Computer-based Instruction. New York: John Wiley and Sons, Inc., 1962.

Cram, David. Explaining "Teaching Machines" and Programming. San Francisco: Fearon Publishers, Inc., 1961. (This paperback is programmed.)

Erickson, Carlton W. H. Fundamentals of Teaching with Audio-visual Technology. New York: The Macmillan Company, 1965.

Evans, James L. Principles of Programmed Learning. New York: Grolier Educational Corporation, 1962.

Flores, Ivan. Computer Programming. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

Holland, James G. "New Directions in Teaching--Machine Research," pp. 46-57. In Programmed Learning and Computer-based Instruction, John E. Couslon (ed.). New York: John Wiley and Sons, Inc., 1962.

Holland, J., and Skinner, B. F. The Analysis of Behavior. New York: McGraw-Hill Book Company, Inc. (Part III, Sets 7-11; Part IV, Sets 15-16; Part VI, Sets 21-23.)

Hulfish, James W. (ed.). The Audio-visual Equipment Directory. Fairfax, Virginia: National Audio-visual Association, Inc., 1966.

Johnson, Eugene I. Metroplex Assembly: An Experiment in Community Education. Boston: Center for the Study of Liberal Education, 1965.

Kinder, James S. Audio-visual Materials and Techniques, 2nd ed. New York: American Book Company, 1959.

Louhary, John W. (ed.). Man-machine Systems in Education. New York: Harper and Row.

Lumsdaine, A. A., and Glaser, Robert (eds.). Teaching Machines and Programmed Learning: A Source Book. Washington, D. C.: National Education Association, 1960.

Mager, Robert F. Preparing Objectives for Programmed Instruction. San Francisco: Fearon Publishers, Inc., 1961.

Ofiesh, Gabriel D., and Meierhenry, Wesley C. (eds.). Trends in Programmed Instruction. Washington, D. C.: National Education Association, 1964.

Programmed Instruction. A bulletin published periodically by the Center for Programmed Instruction, Institute of Educational Technology, Teachers College, Columbia University, New York.

Rossi, Peter H., and Biddle, Bruce J. The New Media in Education: Their Impact on Society. Chicago: Aldine Publishing Co., 1966.

Sippel, Charles J. Computer Dictionary and Handbook. New York: The Bobbs Murrill Co., 1966.

Smith, W. I., and Moore, J. W. Programmed Learning. New York: D. Van Nostrand Company, Inc., 1962.

Helping the Undereducated Adult Find a Place in the World of Work, through Counseling, Testing and Occupational Information in Adult Basic Education Classes

Counseling students, helping them to analyze their needs and pursue meaningful educational experiences are basic tasks to a successful Adult Basic Education program. Students need occupational information and counseling at all stages of their program, especially as they make the transition to further education, job training or job placement. Supportive community services are also important in promoting this process.

Content

1. Utilization of occupational information in counseling and job training/placement.

2. Philosophy, principles and techniques of student counseling in regard to personal, educational and occupational problems.

3. Assessing the academic and non-academic traits of the low-literate adult for instructional and counseling purposes.

Presentation

1. The use of occupational information and counseling in Adult Basic Education --
   Dr. L. G. Hall, N. C. State University

2. Counseling Techniques in Adult Education --
   Dr. L. G. Hall, N. C. State University

3. Personality and Achievement Assessment in Adult Basic Education --
   Dr. L. G. Hall, N. C. State University

4. Film and Tapes (Counseling) --
   Dr. Carl Rogers, University of Wisconsin

5. Community Resources for Recruitment, Counseling and Referral --
   Panel

   Dr. L. G. Hall, Chairman
   Project Research Director
   Adult Education Department
   N. C. State University

   Mr. Marshall Duval
   N. C. Supervisor of Employment Counseling
   Employment Security Commission

   D. W. Sanders
   New Careers Office
   Raleigh, North Carolina

   Paul Guthrie
   State Planning Task Force
   Office of Economic Opportunity
   Raleigh, North Carolina

   Mr. R. S. Ogelvie
   State Librarian
   Raleigh, North Carolina

6. Institute participants views, feelings, practices on recruiting, testing and counseling in ABE --
   Panel - Institute Participants

Practicum

1. Task Force will view and evaluate films and tapes on counseling techniques and discuss how to implement the same at the classroom level.

2. Task Force will respond to an occupational orientation inventory and analyze the meaning of their responses to this inventory and discuss how to utilize such inventories in the ABE classroom setting.

3. Task Force will participate in role-playing exercise to portray the significant counselor characteristics to be utilized in counseling with the low-literate adult.

Selected Reading

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Organizing Experiences to Meet the Needs of Undereducated Adults in the World of Work in the Cognitive, Affective, and Psychomotor Domains Using Selected Subject-matter areas

The undereducated adult generally lacks skills necessary to be an effective and productive member of society. The lack of personal, social, and employable skills preclude his full participation in his community. The undereducated usually is deficient in most of the following areas:

1. Reading and communication skills
2. Computation skills
3. Personal-social living
4. Consumer education.

Teacher trainers need to become aware of the skills critical to the undereducated. They must be able to identify, use, and evaluate appropriate materials, methods, and techniques for designing and conducting Adult Basic Education programs.

Content

1. The fundamental skills of communication--reading, writing, spelling, and listening as well as other elements of effective oral and written expression.
2. Arithmetical and mathematical skills including problem-solving.
3. The interpersonal skills of effectively relating oneself to family, community, and society.
4. The basic skills of achieving and maintaining one's own mental and physical health and acceptance of responsibility in protecting the health of others.
5. The fundamental skills necessary for the efficient maintenance of the home, including family nutrition, clothing the family, the house and its furnishings (including consumer efficiency, money management, and other economic aspects of personal and family living).

6. Knowledge of resources for improving job skills and increasing income.

7. Materials, methods, and techniques which facilitate the acquisition of skills.

8. The identification of relevant concepts to be developed in the subject-matter areas that may be applied to life situations.

Presentation

1. Development of Communication Skills --
   Dr. Robert Curry, University of Oklahoma

2. Development of Computation Skills --
   Dr. Hughie Hughes

3. Development of Personal-social Living Skills --

4. Development of Consumer Education Skills --

Practicum

1. Each participant will prepare (a) a narrative description of the skills needed by undereducated adults in their own community (as developed in the practicum in "The Learning Process of the Undereducated Adult") and (b) identify appropriate existing materials and methods constituting an educational unit.

2. Task force groups will (a) formulate criteria for the examination and evaluation of materials (hardware and software) and (b) view and examine materials (hardware and software) displayed by exhibitors and apply evaluation criteria.

3. Task force groups will view demonstrations of, participate in the manipulation of, and evaluate the potential utilization of audio-visual equipment, including (a) video-tape recorder, (b) overhead projector, (c) audio-tape recorder, (d) 8 mm and 16 mm projectors, (e) Bell & Howell language master, (f) slide-tape projectors, (g) IBM computer, and (h) electronic blackboard.

4. Each participant will develop a demonstration to present to his respective task force group utilizing materials (hardware and software) to teach a selected skill area.

5. Each participant will be required to write content material directed toward meeting local needs or problems of learners which will serve two purposes: (a) acquire communicative skill and (b) personal or social skill.

6. Teacher-trainers will participate in field trips to: (a) analyze classroom teaching-learning in relation to content materials, methods, and techniques; (b) study and analyze the field trip as an educational technique which may be used by teacher-trainers in training teachers and by classroom teachers in Adult Basic Education programs; and (c) observe and analyze the organization, administration, and participation of students and materials employed in learning laboratories. Emphasis has been given to the use of programmed material as used in the learning laboratories in North Carolina.

Selected Reading

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Bergevin, Paul, Morris, Dwight, and Smith, Robert. Adult Education Procedures: A Handbook of Tested Patterns for Effective Participation. Greenwich, Connecticut: Seaberry Press, 1963.

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Report on the Task Force on Adult Basic Education: Educational Instructional Materials and Related Media. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1964.

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Stevick, Earl W. A Workbook in Language Teaching: With Special Reference to English As a Foreign Language. New York: Abingdon Press, 1963.

Stewart, William A. (ed.). Non-standard Speech and the Teaching of English. Washington, D.C.: Center for Applied Linguistics, 1964.

Teaching English As a New Language to Adults. New York: City Board of Education, 1964.

Trecker, Harleigh B., and Trecker, Audrey R. How to Work with Groups. New York: Whiteside, Inc., and William Morrow and Company, 1952.

Warren, Virginia W. (ed.). Focus on Public School Adult Education. Washington, D.C.: National Association for Public School Adult Education, 1964.

Development of Plans for Implementing the Training of Adult Basic Education Teachers in Contemporary Society

Effective programs in Adult Basic Education are dependent upon well-qualified personnel (including administrators, teacher-trainers, and teachers) who are competent in designing and conducting educational programs for the undereducated adult. The focus of the institute is upon the development of the competencies of teacher-trainers to plan and conduct effective programs for the training of teachers. The components requisite to the designing of training programs for teachers have been incorporated into this institute; however, it remains for the teacher-trainers in conjunction with state directors, to analyze the components and develop adaptations which will result in a curriculum that will meet the needs of the teachers in their respective programs in Adult Basic Education.

Content

1. An analysis of the educational needs of the teacher of undereducated adults in relation to: (a) the undereducated adult and the social, economic, and psychological factors affecting him; (b) the undereducated adult as a learner; (c) the basis of curriculum development in Adult Education; (d) materials, methods, and techniques for teaching the undereducated; (e) recruitment, testing, grouping, and counseling; and (f) evaluation processes in assessing educational programs.

2. The formulation of objectives for teacher-training programs.

3. A delineation of appropriate learning experiences which will enable teachers to acquire understanding and skills in each of the objectives.

4. The organization of learning experiences which will ensure continuity, sequence, and integration of the learning experiences.

5. Evaluative processes for the assessment of objectives and learning experiences.

NOTE: The content portion of this section of the syllabus is intended to result in an individual adaptation of the concepts and theories developed during the institute into a meaningful localized plan for Adult Basic Education teacher-training.

Presentation

Designing Teacher-Training Programs --
Mr. Wallace Nave, N. C. State University, and the State Directors of Adult Basic Education, Region III.

Practicum

1. Task force groups by states in cooperation with their respective state directors will identify components to be developed in their state teacher-training programs.

2. Each participant will prepare a written proposal delineating the previously identified components which are applicable to his local needs and situation. This written proposal is to be submitted to the institute directors for review by certain faculty members. Proposals will be returned to each participant by mail after any comments and/or suggestions have been made on the document by the faculty.

Selected Reading

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Liveright, A. A. Strategies of Leadership in Conducting Adult Education Programs. New York: Harper and Row, 1959.

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Selected Reading -- General Titles Dealing with All or Several Syllabus Topics

A Guide for Teacher-Trainers in Adult Basic Education. Washington, D.C.: National Education Association, 1966.

Apple, Joe A. (ed.). Readings in Educating the Disadvantaged. New York: Selected Academic Readings, Inc., n.d.

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Crosby, Muriel. An Adventure in Human Relations. Chicago: Follett Publishing Co., 1965.

Haiman, Franklyn S. Group Leadership and Democratic Action. New York: Houghton Mifflin, 1951.

Jansen, Gale, Liveright, A. A., and Hallenback, Wilber. Adult Education: Outlines of an Emerging Field of University Study. Washington, D.C.: Adult Education Association, 1964.

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Neff, Monroe. Adult Basic Education Seminar Guide: A Study Program for Teacher-training. Chicago: Follett Publishing Co., 1966.

Thatcher, John H. Training the Hard Core Unemployed. Washington, D.C.: National Education Association, 1959.

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Wallace, Mary C. Literacy Instructor's Handbook: An Adventure in Teaching. Chicago: Follett Publishing Co., 1965.

Summary and Evaluation

A well-developed educational program should include means to assess the extent to which objectives of the program are actually being realized. Effective evaluation is viewed as a continuous process and becomes an integral part of the total educational program which allows for identification of behavioral changes as specified in the objectives.

The following techniques will be employed during this institute in an attempt to assess its effectiveness in producing desirable behavioral changes in the participants:

1. Pre-and post-achievement testing of participants.
2. Daily and weekly summaries by participants.
3. Development of outside assignments by participants.
4. Development of individual plans for teacher-training by participants.
5. Observations and reactions by institute faculty and staff associates.

In addition to the above, certain post-institute evaluation procedures will be employed by the University Adult Basic Education Staff Specialist during the ensuing year.

DEVELOPING A CURRICULUM FOR ADULT BASIC EDUCATION IN THE WORLD OF WORK

FIRST WEEK, July 15-19, 1968

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		Opening activities	Opening activities	Opening activities	Opening activities
8:30	9:00-10:30 Registration Hotel Lobby	The Curriculum Development Process -Dr. Boone	Understanding the Undereducated Adult -Dr. Dolan	Adult Learning -Dr. Quinn	Meeting Individual Differences through Individualized Instruction -Dr. Reynolds
10:00		Break	Break	Break	Break
10:30	Opening Session Welcome Overview -Dr. Adair	The Curriculum Development Process (Continued)	Patterns of Interaction of the Under-educated Adult -Dr. Griessman	Practicum -Dr. Quinn	The Learning Laboratory: An Approach to Individualized Instruction -Mr. Carter
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:30	Orientation -Mr. Nave (HOOI)	Practicum -Dr. Boone	Practicum -Dr. Dolan (HOOI)	Theory and Principles of Programmed Instruction -Dr. Reynolds	1:00 p.m. Field Trip to Learning Labs - Mr. Carter
3:00	Break	Break	Break	Break	
3:30-5:00	The ABE Student in the World of Work -Dr. Adair	Practicum -Dr. Boone	Practicum -Dr. Dolan	Practicum -Dr. Reynolds	
7:00-9:00	Social Hour	Video-tape presentation - - - - - - - - - Materials exhibit and audio-visual laboratory open	Film: Counseling Techniques - - - - - - - - - - Materials exhibit and audio-visual laboratory open	Film: Writing Educational Objective - - - - - - - - - Materials exhibit and audio visual laboratory open	

SECOND WEEK, July 22-26, 1968

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Opening activities	Opening activities	Opening activities	Opening activities	Opening activities
8:30	The Role of the Counselor in ABE -Dr. Hall	Testing in ABE -Dr. Hall	Community Resources for Recruitment, Counseling and Testing - Panel -Dr. Hall	Improving Communications -Dr. Carpenter	Teaching Reading to Adults -Dr. Curry
10:00	Break	Break	Break	Break	Break
10:30	Counseling Techniques in Adult Education -Dr. Hall	Field Trip to Local Industry	Recruitment, Testing, and Counseling -Panel -Dr. Hall	Recent Innovations in Educational Technology - Panel -Dr. Adair	Teaching Reading to Adults -Dr. Curry
12:00	Lunch		Lunch	Lunch	Lunch
1:30	Counseling and Interviewing Adult Students -Dr. Hall		Practicum -Dr. Hall	Practicum -Dr. Adair -Mr. Camp	Practicum -Dr. Curry
3:00	Break		Break	Break	Break
3:30	Practicum -Dr. Hall		Computer - Gr. I Research Study - Gr. II Materials-Gr.III	Computer - Gr. II Research Study - Gr. III Materials - Gr. I	Computer-Gr. III Research Study - Gr. I Materials-Gr. II
7:00-9:00	Selected film and video-tape presentation	Selected film and video-tape presentation	Film: To Save A Child	Selected film and video-tape presentation	Selected film and video-tape presentation
	Materials exhibit and audio-visual laboratory open	Materials exhibit and audio-visual laboratory open	Materials exhibit and audio-visual laboratory open	Materials exhibit and audio-visual laboratory open	Materials exhibit and audio-visual laboratory open

THIRD WEEK, July 29-August 2, 1968

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Opening activities	Opening activities	Opening activities	Opening activities	Opening activities
8:30	Development of Computation Skills -Dr. Hughes	Development of Personal and Social Living Skills -Dr. Cofer	Industry and ABE - Panel	Region III Looks to the Future -Mr. Neufeld	Implementing the Regional Training Program - Panel -Mr. Nave
10:00	Break	Break	Break	Break	Break
10:30	Practicum -Dr. Hughes	Practicum -Dr. Cofer	Selecting Instructional Materials Related to the World of Work -Mr. Camp	ABE Research Projects in Region III - Panel Dr. Adair Dr. Hall Mr. Eyster Mr. Grisswold	Institute Summary and Evaluation -Dr. Boone
12:00	Lunch	Lunch	Lunch	Lunch	Luncheon and Graduation Activities
1:30	Development of Computation Skills -Dr. Hughes	Consumer Education -Dr. Porter	Plans for Implementing Teacher-training by State Groups	Plans for Implementing Teacher-training by State Groups	
3:00	Break	Break	Break	Break	
3:30-5:00	Practicum -Dr. Hughes	Practicum -Dr. Porter	State Groups (continued)	State Groups (continued)	
7:00-9:00	Selected film and video-tape presentation --- Materials exhibit and audio-visual laboratory open	Selected film and video-tape presentation --- Materials exhibit and audio-visual laboratory open	Selected film and video-tape presentation --- Materials exhibit and audio-visual laboratory open	Selected film and video-tape presentation --- Materials exhibit and audio-visual laboratory open	

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